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Thesis

AN INVESTIGATION OF PUBLIC RELATIONS IN COLLEGIATE  
BUSINESS EDUCATION IN NEW ENGLAND

Submitted by

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(B. S. University of Connecticut, 1944)

In partial fulfillment of requirements for  
the degree of Master of Education

1948

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Third Reader: Mrs. Edward R. Collier, Director of Bureau  
of Publicity





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## CHAPTER I

### STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

The problem of this study was twofold:

1. To investigate and report the practices, needs, methods, devices, and procedures of public relations in colleges and universities in the United States.

2. To offer suggestions for the more effective organization and coordination of public relations as it applies to colleges and universities.

### LIST OF APPENDIXES

Largely since the turn of the century, publicity and public relations progress at various rates have been made in various parts of the country.

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the public eye. The publicity of all sorts has developed in recent years to a highly specialized degree. Governmental agencies, hospitals, religious groups, the theatre, and other organizations have developed their own publicity specialists, each with a particular body of science, devices, procedures, and techniques.

It was not the objective of this study to set down the principles of successful college public relations. Such a task would be beyond the scope of this study. It was the aim of the study to suggest recommendations for public relations which might be valuable as a guide to those working in this field.

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## CHAPTER I

### STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

The problem of this study was twofold:

1. to investigate and record the practices, media, methods, devices, and procedures of public relations in collegiate business education in New England.
2. to offer suggestions for the more effective organization and coordination of public relations as it applies to collegiate business education.

Largely since the turn of the century, publicity and public relations programs of various sorts have made an impression on this country in many ways. Industrial publicity, perhaps because of its dramatic nature and aggressive tactics is among the more prominent fields of publicity in the public eye. Yet publicity of all sorts has developed in recent years to a highly specialized degree. Governmental agencies, hospitals, religious groups, the theatre, and education have developed their own publicity specialists, each with a particular body of methods, devices, procedures, and techniques.

It was not the objective of this study to set down laws for successful collegiate public relations. Such a task would defy definition at this level. It was an aim of the study to suggest recommendations for public relations which might be valuable as a guide to those working in this field.





## DEFINITION OF TERMS

Because of the uncertainty prevailing in the matter of terminology in this field, some definitions are needed at the outset.

Public Relations has been defined as the formal activity of improving the relations of a school or college with its specific public or the general public.<sup>1</sup> This definition as it applies to education would not satisfy some workers in the field. Defining public relations to the satisfaction of all is a difficult task. Definitions on a broader scale than education alone have described it as everything from "corporate good manners" to "press agentry in evening dress".<sup>2</sup> It is generally agreed that public relations is not merely publicity as used in the sense defined above; that is simply the writing of newspaper stories and magazine stories, although publicity is one of the tools in any public relations program.

Public Relations implies the development of cordial, mutually helpful, and mutually profitable relations between a college and the public which it serves.<sup>3</sup> This definition and

1. Dictionary of Education. New York, McGraw Hill, 1945. p.320

2. Burnett, Verne. You and Your Public. New York, Harper and Brothers, 1943. p.6

3. Ibid. p.6





others like it assume that public relations is a double-edge sword placing a definite obligation on the user, in this case, the educational institution. If the only purpose of public relations is to secure publicity, that is just space in the press, there would be little social or moral justification for such a program. The broader definition of public relations implies that the institution should contribute something of value to those sections of the public it serves. Thus, one of the first steps to consider in setting up the public relations program is to determine the public to be served.

Another definition of public relations is "trying to understand other people as individuals and as groups, and then trying to influence them."<sup>1</sup> Some authorities would leave out the word "influence" but others would consider it as part of the follow through which is, in their opinion, necessary to make the definition valid. In this thesis, public relations has been used in its broadest sense as all activities of an institution which affect the relations of the college or university with its specific public or the general public.

Publicity has been defined as all activities and materials designed to bring public notice and attention to an institution.<sup>2</sup> Publicity, propaganda, and advertising are all

1. Burnett. op. cit. p.6

2. Dictionary of Education. New York, McGraw Hill, 1945. p.320





tools used in public relations activities. As developed in this thesis, publicity has been construed to mean information with news value, designed to advance the interests of the specified institutions or persons. It could include any action or any matter spoken, written, or printed that secures public attention.<sup>1</sup>

Advertising is not to be confused with publicity. When an institution advertises it pays for a definite message in a specified amount...of space in a newspaper or magazine, of time on the radio, of printed booklets, of posters or other advertising media. When it publicizes, on the other hand, it presents ideas and facts to editors, writers, and so forth, and they accept, reject or revise the suggestions or material as they see fit.<sup>2</sup>

Propaganda is an organized effort to advance some cause or doctrine, either good or bad. Webster calls it "any organized or concerted group effort, or movement to spread particular doctrines, information, and so forth". Much propaganda has, in recent years, served schemes for dictatorship and aggression and the word has fallen into disrepute, although

1. Burnett. op.cit. p.8

2. Plackard and Blackmon. Blueprint for Public Relations. New York, McGraw Hill, 1947, p.7

3. Webster. Collegiate Dictionary. Springfield, G.&C. Merriam Co. 1947.





correctly speaking, propaganda can serve a good cause. It consists of publicity as well as advertising.<sup>1</sup>

Business education has been considered in this study as a type of education having for its primary objective the preparation of people to enter upon a business career.

#### THE OBJECTIVES OF THE STUDY

The public relations programs of selected New England institutions of higher learning were investigated and the following problems discussed.

1. The status of public relations in the field of collegiate business education.
2. The need of a separate public relations program or policy for collegiate business education.
3. The existing public relations programs of the selected institutions in terms of techniques, media, methods, and procedures.
4. The public relations standards of collegiate business education in New England on the basis of the facts and data determined by the study.
5. The objectives, the publics reached and the attitudes of business education administrators towards public relations.

#### THE GENERAL IMPLICATIONS OF THE INVESTIGATION

This study was confined to collegiate business education.

1. Burnett. op. cit., p.6





Certain of the materials and principles discussed, however, may be applied to the broader fields of secondary school and public school public relations programs. In the report of the Commission on Public Relations of the Association of American Colleges in March, 1944, the Commission records its conviction:

...that public relations is one of the most vital factors in higher education today. Widespread understanding of what we are actually doing and what we earnestly hope to do constitutes a fundamental basis for high achievement in years to come.<sup>1</sup>

#### THE DEVELOPEMENT OF COLLEGIATE PUBLIC-RELATIONS PROGRAMS

Harvard University issued an annual report of the president in 1825, but it was not until the inauguration of President Eliot that a detailed report of the activities of the college was printed. The report of 1871-72 stated the financial condition of the university in complete form and listed the graduates of the institution in that year. Harvard limited its "intentional" publicity to college catalogs, presidential reports, and occasionally published papers. Not until 1919 was a separate publicity department established.<sup>2</sup>

Other colleges began to issue annual reports about the same time but few attempts were made to send out stories through an organized publicity office.

1. Report of the Commission on Public Relations. Association of American Colleges. Bull. Vol. 23, No.1. March, 1944

2. Hine, H.C. and Jones, R.G. Public School Publicity. New York, McMillan Co., 1923. p.13





Hine and Jones state that "publicity as a separate activity did not arrive until 1902, when the Case School of Applied Science and James Millikin University began the circulation of ... publicity material".<sup>1</sup>

The American College Publicity Association, founded in 1917, had a current membership over six hundred. The increase in collegiate news bureaus was in part due to the great increase in enrollment on our college campuses. This increase may not be explained on this basis alone. Rather it indicated an interest on the part of educators and administrators in public relations and an awareness of their responsibility in keeping the public informed as to what was happening on the campus. In this respect colleges do not differ fundamentally from other institutions supported in greater or lesser degree by public funds. This realization was an underlying factor in this new awareness of public relations on the part of educators. Any type of institution may continue to serve the public as long as a proven need remains for its services.

It would be difficult to estimate the exact role public relations will play in higher education in the future. On the basis of present conditions it is reasonable to say that publicity will achieve a growing influence in the field of

1. Hine and Jones. op.cit., p.15





higher education.<sup>1</sup>

## THE STATUS OF COLLEGIATE BUSINESS EDUCATION

The growth of organized public relations programs on our college and university campuses has been rapid, developing almost entirely since the turn of the century. One other educational developement must also be mentioned in this paper. Professional education for business at the collegiate level had increased at a rapid tempo in recent years. The increase in college publicity offices has corresponded to the development of collegiate education for business. During the school year 1940-1941 there were 140 professional schools of business administration in the United States with a total enrollment of more than 100,000 students.<sup>2</sup>

The business school is in many cases one of the leading professional schools on the campus. This developement "is not out of keeping with the importance of its subject matter as one of the important institutions of the civilized world".<sup>3</sup> Almost every enterprise, whether educational, manufacturing,

1. Fine, Benjamin. College Publicity in the United States. New York, Teachers College, Columbia University, 1941. p.13

2. Good, Carter V. A Guide to Colleges, Universities, and Professional Schools in the United States. Washington, D.C., American Council on Education, 1945.

3. Phelps, O. W. Academic Research in Business Administration. Journal of Higher Education, Feb. 1947. p.82





mercantile, or governmental has its business side as a basic consideration of its successful operation. Graduates of collegiate business schools are often candidates for responsible positions in practically every type of operational organization.

Because both of these developments are fairly recent it seems reasonable that the greatest amount of coordination and cooperation between public relations and business education might not have been achieved. One of the aims of this paper was to investigate this situation and make recommendations that would insure greater coordination and effectiveness.

It is apparently generally recognized that certain advantages accrue to the school out of a well run public relations program. There seems to be less general recognition of the benefits to the public, developing from an informative, accurate, intelligent public relations program. The United States Office of Education stressed this point as it applied to public relations for land grant institutions.

All land grant institutions are rendering service of incalculable value to the people of their states. Unless this service is placed before the people by the press, magazine, and other publications, the public cannot completely take advantage of the opportunities offered.<sup>1</sup>

1. Survey of Land Grant Colleges and Universities. Vol.1, No. 9.U.S. Office of Education, 1930, p.218





This view considered the state-supported college or university as an institution with definite responsibilities of reporting its activities to the citizens of the state. That is, each institution had an obligation to develop a program which would clearly portray the activities and offerings of that institution, or department, to the public.

Taking a similar view, Benner observed that:

Progress in the development of a college or university is dependent in the end on the nature of the institution's public relations. It implies a continuous process of adjustment between the institution and the public opinion of its constituency.<sup>1</sup>

We have that point of view which suggests that a college have an established public relations program and procedures for its own benefit. But that in addition a college is not fulfilling its obligation to its general or specific publics if it does not maintain such a program. Quiett and Casey discussed this point of view.

The university is obliged to send out its legitimate news if for no other reason than to reveal that there is a sane mixture of work and play in the institution, and to offset the occasionally sensational story that appears in the press. Each university or college that is able to inform the public of its real work advances the general cause of higher education. The task assigned to the college news bureau is not easy. Expert skill and training are required to interest editors and readers in the work of the college or

1. Benner, Thomas E. The College or University Public Relations Officer. Proceedings of the American College Publicity Association, 1930. p.60







university.<sup>1</sup>

Over and above the various pragmatic reasons why a public must be informed is the broader objective of "providing a general understanding of the relation of education to a democratic life".<sup>2</sup> Many far-seeing educators today realize the necessity of meeting uninformed lay criticism of education by constructive action. They are taking action in supporting a sound institutional public relations program which will go far towards meeting this uninformed criticism. At times, prejudices develop which call for educational publicity as a corrective. Hill points out that successful business men are often scornful of American college education. They sometimes feel the students have been spoiled by four years of "academic leisure" and advise them to immediately forget all they have learned.<sup>3</sup> This is due in large part to the publicity in movies, novels, and newspapers given to forms of college life which have sometimes overstressed college athletics and social life at the expense of fundamental values.

It is probably true that "our schools pay a bigger return to business on its investment than anything else".<sup>4</sup>

1. Quiett, Glenn C. and Casey, Ralph D. Principles of Publicity. New York, D. Appleton Century Co, 1926. p.236

2. Ibid., p.234

3. Hill, Clyde M. The Publicity Program of the Small College. School and Society, Aug. 4, 1928. p.13

4. Fuller, Walter D. Business and Education--Inevitable Partners A.C.P.A., Vol. 26, No. 6, March, 1944. p. 20





Yet, many business men and probably many educators tend to overlook this simple fact. The schools in the past have generally ignored the importance of doing a selling job which is actually public relations reduced to its simplest terms. One advertising specialist present the following.

Things have to be sold in America. It is our way of life. The schools have not made a package of their product. They have not wrapped it up and merchandised it. So many business men think of schools only in terms of costs, or in terms of the particular school they attended or that their son is now attending, instead of seeing the big, broad picture.

The schools must do a selling job. They should make up a package that will sell the American people on the important job our educational system does. It is vitally important that business men understand the great responsibility that rest on teachers--the responsibility to transmit to each new generation our national heritage of experience and knowledge and to awaken and encourage each new generation. The progress of mankind depends upon stimulating creative genius. The progress of business and industry depends largely upon the inspiration of our schools.<sup>1</sup>

This picture might be over dramatized but it is one viewpoint on the problem. It contrasted noticeably with the general lackadaisical attitude on school publicity and public relations which was the rule and not the exception just a few years ago.

In a direct reply to the above article, Withington expressed an opposing view that "selling of colleges" is not

1. Fuller. op.cit., p.21





necessary.<sup>1</sup> He stated that the public relations director must explain his college to the outside world, without hiding the unfavorable. However, it is only human if he stresses the favorable. Also, the public relations director must not give a distorted view of the college or pretend a perfection which doesn't exist. The public on the whole is sympathetic to imperfections according to Withington.

Public relations for the business department is handled in most cases in a manner similar to public relations for any other department of the institution. Certain differences do exist where specific practices adopted by collegiate business education have been developed to a higher degree than for other departments. In part this has been due to the fact that the business administration department of a school in many cases has had a more regular and intimate contact with the general public than other academic departments. What influence this has had on the methods, practices, and techniques of collegiate business education has been discussed in later chapters. The business department of many colleges and universities offers specific services to the community and individual business men. This situation raises the question of whom is to be reached through a public relations program in business education.

1. Withington, Robert. Professor's Comments. Publicity Problems, Vol. 27, No. 4, Jan. 1945, p.5





Certain media, which business education may utilize, may not be desirable or satisfactory for the college publicity department to use on the overall publicity program for all departments. Those in charge of colleges publicity cannot be specialists in all phases of education. Neither can they be expected to have as firm an understanding of current developments and trends in business education as those directly engaged in that work. It is a responsibility of an administrator or supervisor of business education to be familiar with public relations practices in his field as well as having an understanding of the entire field. The business educator should work with the public relations specialist and cooperate with him in every possible way. It is to their mutual advantage, as well as to the advantage of the school, to have a sound working agreement and procedure. The extent to which this situation is found in actual practice in New England is one of the questions investigated in this study.

In a discussion of public relations there are certain broad underlying principles which are basic to any college publicity program. The most outstanding principle is that college publicity has a responsibility to the public and must satisfactorily meet its obligation to them. This means keeping the public informed as to the new developments in the university or specific department. An informed public is usually an intelligent and sympathetic one. Beyond mere informative





publicity, as important as it is, the publicist has a task of explaining and interpreting the college to those outside the campus.

The very words "publicity" and "public relations" arouse a negative and unpleasant reaction in many educators. Too many regard public relations as advertising or even propaganda and tolerate it as a necessary evil rather than the effective educational agency it could well be. Publicity in education should be utilized to give all citizens an honest, fair, and accurate picture of the institution's life.<sup>1</sup> Each of the aspects of the life of the institution should in its reporting program receive a proportional emphasis to the emphasis it actually receives in the life of the school, i.e., athletics usually receives a disproportionate emphasis. Publicity, under this interpretation is not merely an attempt to portray only facts favorable to the institution, nor is it an attempt to conceal unfavorable facts. "It is not primarily an attempt to obtain money and students, though such results might logically follow".<sup>2</sup>

Just to keep the public fully informed about all aspects of the institution's life is not sufficient. At times, in-

1. Hyde, Melvin W. Standards for Publicity Programs in State-Supported Colleges and Universities. New York, Columbia University, 1931. p.9

2. Loc. cit.





terpretation of the facts is essential.<sup>1</sup> This is particularly true in reporting research conducted by the school. Thus, compilations of statistics which could be of help to the business man not only should be presented but explained and interpreted. That is the essence of true public relations as well as being a fulfillment of the school's obligation to the community.

It has been a frequent criticism of educational publicity that the serious side of college life does not always receive proper attention and interest from the public. Certain isolated instances are over dramatized, perhaps at the risk of raising a distorted picture in the minds of the public. Recognizing this as a very real fact and danger, educational publicity must take the responsibility of reporting to the public. If an accurate, complete picture of higher education is presented to the public, education has nothing to fear. Educational public relations must see that the picture is accurate and complete.

1. Hyde. op. cit., p.9 *College Publicity in the United States*. New York, Teachers College, Columbia University, 1921. p.14

2. Ibid. p.15





## CHAPTER II

### A REVIEW OF THE LITERATURE IN THE FIELD OF COLLEGIATE PUBLIC RELATIONS

Very little has been published in the field of collegiate public relations. This is particularly the case when the work done in this field is contrasted with the available material on publicity and public relations in commerce and industry. This difference reflects in part the relative importance placed on public relations by administrators in the two areas.

Much of what has been published in educational public relations has been confined to the elementary and secondary school public relations programs. A great deal of this material was on an elementary level. Prior to Fine's dissertation on collegiate publicity in 1921, no comprehensive research dealing with higher educational publicity or public relations had been undertaken.<sup>1</sup> Fine found that the publications and reports of the American College Publicity Association offered the only significant published material in the area of higher educational publicity at the time of his dissertation.<sup>2</sup> (This association in 1946 changed its name to the American College

1. Fine, Benjamin. College Publicity in the United States. New York, Teachers College, Columbia University, 1941. p.14

2. Ibid. p.15





Public Relations Association, and the name of its publication to College Public Relations.)

This situation has improved but the publications of this association are still among the most important in the field. Unfortunately their publications have a limited circulation. (This investigator found it necessary to use the Inter-Library Loan service of the Boston Public Library to obtain back issues of their publications from the University of Indiana.) The library of the University of Indiana was the nearest library having a complete set of the association's publications. Six volumes were forwarded (September 1938 through June 1945) and read as basic background material for this study. It is significant that little pertaining to business education or business administration was found in these magazines. Most of the material was concerned with school-wide publicity rather than that of a departmental nature.

The growth in the number of college news bureaus in the United States reflected the growth of public relations for higher education in its early stages. Fine divided the growth of college news bureaus, the forerunners of modern college public relations offices, into four periods:





### First Period, 1900-1909

During this first period only four college publicity bureaus were reported in the United States. The first of these bureaus reported was in a large private university in the East. College education had not as yet become a "mass movement" and less need for public support existed.

### Second Period, 1910-1919

In this ten year period thirteen publicity programs were organized. Of this number seven were in public institutions, all of them large colleges or universities, and six were in small private institutions. To summarize, in the first twenty years of this century seventeen bureaus were organized, nine in private colleges, seven in public colleges, and one in a denominational school.

### Third Period, 1920-1929

This period marked the widespread recognition of the importance of public relations in collegiate institutions with eighty-four publicity bureaus being formed in this period. In this period denominational institutions organized twenty-five bureaus while thirty-five public colleges and twenty-four private colleges formed bureaus. The close of World War I marked this new interest in educational publicity.





#### Fourth Period, 1930-1938

During this period one hundred and four publicity bureaus were formed, more than double the total number formed in the previous thirty years. Forty-seven of these publicity bureaus were in denominational institutions, thirty-three in public, and twenty-four in private colleges. Thus, large private institutions were the first to create news bureaus, public colleges were next, and the denominational schools last, though the denominational and smaller schools both public and private were coming into the scene.

Fine's book was confined largely to the newspaper phase of college publicity and was an invaluable handbook for all connected with this branch of journalism. In his conclusions Fine advocated the establishment of Schools of Public Relations in some of our larger universities. This was a necessary prerequisite to public relations assuming its true and important role in our educational system.

At the college level administrators seemed to have reached agreement upon publicity objectives. In Fine's study of 275 colleges, it was found that college presidents were agreed on the main objectives of an educational publicity program.<sup>1</sup>

1. Fine, Benjamin. Educational Publicity. New York, Columbia University, 1943. p.12





The most important objective found in this study was "to build good will for the institution". This objective is also basic to industrial public relations as indicated by the large amount of "institutional" advertising in business which is aimed primarily at developing good will for the advertising firm. Although the dollar value of good will is not satisfactorily measurable, good will is important to business and industry.

Another objective found in Fine's study was that of "gaining public support in order to receive adequate public funds". Others were "to acquaint the public with new educational trends" and "to add to the reputation of the school".

#### ASPECTS OF PUBLIC RELATIONS PROGRAMS

In a rating of the relative importance of ten aspects of Public Relations Programs by college administrators the rankings in Table I were found in a study by Whittlesey.<sup>1</sup>

A study was conducted twenty-five years ago at the University of Indiana on educational publicity which is still interesting because of the conclusions reached. The facts and figures embodied in the report are out of date. However, it is apparent that the publicity problems of colleges in

1. Whittlesey, Edward D. From the Report of the Committee on Research of American College Publicity Association. 1941





TABLE I

COLLEGE ADMINISTRATOR'S RANKINGS ON RELATIVE  
IMPORTANCE OF TEN ASPECTS OF PUBLIC RELATIONS PROGRAMS

	1	2	3	4	5	6	7	8	9	10
Aims and Policies	11	19	8	7	4	2	3	1	1	2
Teaching program of institution	33	7	8	1	3	1	1	2	1	2
Public services by staff	5	13	14	11	6	5	1	1	1	1
Discoveries through research	3	18	14	6	8	3	2	3	5	7
Sports program	1	1	2	8	6	9	10	1	5	2
Finances		2	2	10	6	9	4	5	10	9
Dramatics, Music and debates			3	2	7	11	10	13	10	3
Control or Administration		3	2	3	4	8	8	7	10	12
Building and Equipment	3	4	5	8	12	7	9	6	3	1
Miscellaneous social life				1	2	7	9	7	11	21





1922 have not been completely solved nor have they been altered to any marked degree. The study was conducted among more than 300 colleges and the following conclusions were reached.

1. That no business organization or interest in the country is so poorly and unsystematically advertised as is our higher educational institutions.

2. That there is a widespread difference in the minds of educators as well as the general public regarding the forms of advertising and publicity that should be used.

3. That in the reconstruction days following the war (World War I) there has been more advertising done by educational institutions than ever before.

4. Next to personal influences which bring in 60% of students to college, some influences of newspapers is felt, according to this survey.<sup>1</sup>

In an outstanding work on public school relations, Reeder discussed the importance and characteristics of efficient public relations programs in public schools and some of the desirable ways and means of conducting such a program.<sup>2</sup>

Although his book was directed primarily at public schools, it was interesting as background material for a study of collegiate public relations. Certain of the broad aspects and techniques of school relations are applicable. Reeder maintained that since the public school belongs to the people and is supported by them, it is inevitable that the welfare and progress of the public school should be determined largely

1. Cravens, John. Educational Publicity. Bloomington, Ind., Indiana University, 1922. Bulletin Vol. 21, Vol. 7. p.17

2. Reeder, Ward C. An Introduction to Public School Relations. New York, MacMillan Co., 1937







by how people regard it. The recognition of the validity of Reeder's contention is basic to a complete understanding of modern public relations.

### A CLASSIFICATION OF OBJECTIVES

The question of determining objectives for a publicity program is fundamental to its effective organization. One classification of objectives from a financial point of view from Linsey and Holland is summarized below.

1. Advertising and publicity purely and simply is to increase enrollment--to fill the school and make it grow, and so forth.
2. To attract a particular type of student, the school having capacity enrollment now wishes more applicants from which to select in order to:
  - a. Gain a wealthier class of students
  - b. Cull out and accept students of higher or particular mental ability
  - c. Obtain students from a wider class of families than the present enrollment represents so as to broaden the spirit of the school and avoid clannishness.
3. Publicity to increase the endowment fund, both from present friends and alumni, and from new supporters.
4. Good will advertising for the well established school for a variety of reasons, such as:
  - a. To obtain social recognition for students, or respect for its standards by other colleges.
  - b. To gain the good will of the townspeople.

Colleges such as Yale, whose lands are located right in the city are constantly under fire from local politicians who claim that the institution should not be tax free. It is the duty of tax free schools and colleges to keep the public informed of the valuable service they are rendering directly or indirectly to the community.





c. To gain the good will of the general public.<sup>1</sup>

An article by Hill preceded Fine's study by about ten years yet many of their results were surprisingly similar. The following is a briefed abstract of the conclusions reached by Hill.

1. Small colleges have no satisfactory organization for collecting and reporting college news.
2. About one-fourth of these small colleges definitely assign publicity duties to officers or committees.
3. City school systems have failed to take full advantage of publicity but are more efficient in this respect than small colleges.
4. Colleges should cultivate newspapers by mutual understanding, frankness, and honesty. It is not necessary to buy influence through bribery, pressure, or advertising.
5. Paid advertising is an individual problem with each college, but advertising is legitimate and dignified. It is one way of expressing the individuality of the college.
6. Preparation and care in presenting news of other activities than athletics will get more of the news published, but the press should be invited to all important events.
7. Give the reporters facts only unless you have skillful and experienced news writers on your staff who can avoid distortion.
8. Small colleges might well afford the services of an expert reporter.
9. The public has a right to know all about the activities of colleges that are training its youth, even if the colleges are privately endowed. Colleges

1. Linsey and Holland. College and University Finance. New York, MacMillan Co., 1930. p.591





should not engage in activities that are not for publication. The best appreciation for the colleges and their work comes from giving the public the whole story. Publicity in this manner helps to increase resources.<sup>1</sup>

Hill took the view that a school's success in getting publicity hinged on its ability to provide the press with suitable material, and maintain close relationship with the press. The following table compiled by Hill in the survey mentioned gave an insight into small college relationship with the press.<sup>2</sup>

TABLE II

METHODS RECOMMENDED  
FOR CULTIVATING FRIENDLY RELATIONS WITH NEWSPAPERS

1. Make no conscious attempt to do it.	14
2. Call annually but do not wear out welcome.	1
3. Be friendly with them.	3
4. Make confidants of the editors.	1
5. Cooperate with them.	15
6. Give them the news.	16
7. Be courteous.	11
8. Through civic organizations.	5
9. Courteous to all, friendly with none.	2
10. Personal contacts.	11
11. Advertise freely.	5
12. Tell them the truth.	2
13. Have neglected to do it. (Cultivate the press)	5
14. No Report.	12

Hill's study found the following reasons for including

1. Hill, Clyde M. The Publicity Program of the Small College. School and Society, Aug. 4, 1928. p.715

2. Ibid. p.710





publicity in the budget of the small colleges investigate.<sup>1</sup>

TABLE III

REASONS ASSIGNED FOR INCLUDING PUBLICITY IN THE BUDGET

1. Good business	14
2. Give news of activity to public	12
3. Makes for better cooperation	1
4. Increases enrollment	22
5. Has wholesome effect on faculty	2
6. Way to get news into paper is to pay for it	6
7. Forced to compete with advertising colleges	2
8. Consider such expenditures wasted money	4
9. There is no good reason	5
10. Postively do not include such an item	7
11. No report	41

Hill's survey also investigated the most valuable types of college news from a publicity standpoint.<sup>2</sup>

TABLE IV

MOST VALUABLE TYPE OF COLLEGE NEWS

1. Student activities	31
2. Enrollment statistics	3
3. Social events	10
4. Faculty changes	4
5. Gifts	7
6. Curriculum	6
7. Educational progress and college achievements	13
8. Personal items	2
9. Work of the college	4
10. Extension activities of the college	2
11. College programs (literary and musical)	1
12. College history	1
13. Personal student items for home town papers	5
14. Alumni activities	11
15. Athletics	12

1. Hill. op. cit. p.710

2. Hill. op. cit. p.711





Christopher Persons, vice president of McCann Erickson Advertising agency, developed a small practical manual of practical procedures in collegiate public relations.<sup>1</sup> He proposed:

1. a college or university president should determine the objectives of his institution,
2. select appropriate personnel to serve on a public relations committee to assist him in augmenting the prestige of the institution and in reducing its public relations problems,
3. realize that the faculty, the alumni, the students, the parents, and the governing board are elements to be included in programs of public relations.

His is essentially the same set of conclusions reached by Fine and Reeder several years before. The Journal of Higher Education in reviewing this book made the following pertinent comment, which can apply to much of the still limited work done in this field of collegiate public relations.

... the reasons for writing the book remain hidden. If the author thought of his audience as the seventeen hundred presidents whom he mentions in the introduction, it is the opinion of the reviewer that the effort was largely wasted. Perhaps we are overestimating the intellectual sensitivity of these academic leaders, but surely fifteen hundred of them are beyond the amateur stages of needing to be informed regarding these three proposals. For an audience which knows nothing about this subject, the manual is enlightening and possibly stimulating, but for administrators of institutions of higher learning, it is to a large extent too ele-

1. Persons, Christopher Edgar. Public Relations for Colleges and Universities. Stanford, Stanford University Press, 1946.





mentary to be of much value.<sup>1</sup>

This criticism can be leveled at much of the work done to date in this field. Many writers on the subject have contented themselves with a few statements as to the importance of public relations and added some simple generalities. This applies particularly to the numerous magazine articles appearing in the educational press.

It is a basic consideration in setting up a public relations program to determine the publics, i.e., the specific and general publics, that need to be reached. Table V indicates the possible extent of this public.<sup>2</sup>

Whittelsey in the article referred to also gave several ways of securing reactions from the various publics that would help in planning school or departmental programs. He listed these five possible methods.

1. Questionnaires
2. Meetings with small groups of students, faculty, and alumni
3. Conferences with individual leaders of publics
4. Casual conversations
5. Spontaneous reactions of publics.<sup>3</sup>

1. Titus, Charles. "Review of Persons, Christopher Edgar. Public Relations for Colleges and Universities." Journal of Higher Education. February 1947.

2. Whittlesey, Edward D. "That They May See The Light." Publicity Problems. Vol. 26, No. 5, February 1944. p.2

3. Ibid. p.4





TABLE V

## LIST OF POTENTIAL PUBLICS FOR COLLEGE PUBLICITY

1. Parents
2. Prospective students
3. Students
4. Alumni
5. Trustees
6. Staff members
7. Local citizens
8. Sister colleges
9. Educational associations
10. Learned societies
11. Accrediting agencies
12. High school officials
13. Contributors
14. Prospective contributors and new friends
15. Clergy and church leaders
16. Lawyers and trust officers, consultants in wills
17. Employers of college graduates
18. Clubs and societies interested in cultural aims
19. Newspaper and magazine editors
20. Radio officials
21. Visitors to campus
22. Telephone callers
23. State and national governments

He also submitted as points to be considered in any long range program the following points.

1. Every institution has public relations whether or not they have a public relations department.
2. Good publicity will not make up for bad public relations.
3. Public relations is a way of life for the entire institution, not a job for a single man with a title of public relations director.
4. Public relations involves the ability to take it on the chin and when in the wrong or in an unfavorable position to admit it.





In an interpretation of what successful public relations meant to the three groups most intimately concerned, Whittelsey offered these thoughts. To the president and administrators it means the constant vigilance necessary to see that the policies, methods, and services are sound. To the faculty it means the constant critical examination of their teaching and contact work with the students. To the students, successful public relations should mean the understanding and appreciation of history, ideals, traditions, and objectives of the institution.

Ordway Tead raised some questions which should be answered if public relations is to offer the maximum help to higher education.<sup>1</sup> The first step was to determine just what the department has to offer the public. Then to determine who are the several publics interested was the second step. His list of potential publics included the usual ones of parents, alumni, donors, faculty, local community, general public, employers of graduates, and students. For public supported colleges he added taxpayers, officials and legislators. Tead's third step was to determine the kind of appeals to be used for the particular public the program is attempting to reach.

1. Tead, Ordway. "How Public Relations Can Help Higher Education." Publicity Problems. Vol. 27, No.1, Oct. 1944. p.9





Quiett and Casey in their chapter on University and College Publicity made the statement that there is real news in every educational institution.<sup>1</sup> College presidents, deans, and many professors are men in the public eye whose significant statements or educational projects are rightly regarded as news. The newspapers or some of the most powerful and intelligent of them at least, are increasingly awakening to the fact that there is more news on our college campuses than can be found in the "Joe College" type of story. This is shown by the increasing number of papers which have established educational departments staffed with experienced men to report the news of colleges and public schools. The achievements of faculty members do seem to interest the general public when their work is presented in a popular way. These authors offered some specific types of collegiate publicity releases as examples of what can be done in college publicity.<sup>2</sup>

#### 1. Routine Types of News Stories

Plans for the opening of the department or school, the appointment of professors, changes in the curriculum, the dedication of new buildings and facilities, the assemblies or convocations, the meetings of the regents or trustees, the commencement program, summer school schedules and others of

1. Quiett, Glen C. and Casey, Ralph D. Principles of Publicity. New York, D. Appleton-Century Co., 1926. p.242

2. Ibid. p. 240





this recurring type.

## 2. Faculty Achievements

A good story may be obtained from research bulletins and monographs published by the university from the proceedings of organizations which hold their conventions at the university and from books on scientific subjects written by members of the staff.

## 3. Conventions

Conventions held under university auspices often provide first page news as, for example, the meetings of the Society for the Advancement of Management, Teacher Education groups, professional fraternities and business associations.

## 4. Alumni News

News of prominent alumni and other alumni who have participated in unusual experiences is another source of college publicity. Alumni reunions at commencement and other times on a school wide or departmental basis makes interesting reading.

## 5. News about Students

Student activities of various sorts offer an opportunity to present the "wholesome play side" of college to the public. The color and atmosphere of college life can be reflected in a news story without sacrificing the impression





the public should have of the constructive work of the institution.

#### 6. Athletics

The role athletics should play in publicizing an institution is a matter of controversy among educators. This question will not ordinarily concern educators on the departmental head level so it will not be discussed here. However, this phase of public relations has been adequately covered in our press and educational journals. The question must ultimately be resolved at the administrative level of each institution.

#### 7. University News and Current Happenings

Some good news can be developed by interviewing faculty specialists on important current happenings. Economics, Business Administration, and Education are subjects that are becoming increasingly important and popular in the public eye.

#### 8. Special College News

Colleges of agriculture have carried the dissemination of agricultural knowledge to a higher point than some other departments of the university have as yet been able to do. There are few valid reasons why schools and colleges of business cannot increase their output of special college news and bulletins to their publics.





### 9. Fillers

Two or three line fillers are acceptable copy. A half page or so of fillers can be sent along from time to time with news stories and the editors can use them when and where they see fit.

### 10. Other Special Forms of Publicity

For example, radio addresses by members of the faculty, activities of campus glee clubs, band, and orchestra, college debates, catalogs, booklets, lectures, motion pictures, advertisements, in fact, "with a few exceptions, all of the media of publicity may be utilized by the university or college."

Sills and Lesly in their book made the following statement:

... the time is ripe for education in this country to become introspective, and to call on the aid of others for the necessary objectivity. Educators themselves must solve the problem of techniques and approaches, with the guide of a sensitive analysis of public desires; they must rely upon the judgment of non-educators for their judgment of trends and the establishment of their creeds. Education is due to adopt the principles of public relations.<sup>1</sup>

Sills and Lesly maintained that virtually every institution of higher learning is still resorting to a routine job of publicity to keep itself in the public eye. Series

1. Sills, Theodore R. and Lesly, Philip. Public Relations. Chicago, Richard D. Irwin, Inc., 1945. p. 180





are sent to the press on students' activities, professors' research, books published by faculty, athletics, and proceedings at academic meetings. The general conception of "public relations" covers these limited activities and the function of raising money and does not merit the term in the sense used in industry. This type of job more properly comes under the heading of publicity instead of public relations.

These authors stated that there is a need for an expert on public relations, either as an employee or as a professional counsel. He should sit at the elbow of almost every college president, and near the head of each directors' or trustees' table, to counsel on policies, plans, and procedures in achieving good will.

However, the college administrator who will ask or accept advice from his publicity department is rare, and the one who will permit the staging of news worthy events is even more uncommon.<sup>1</sup> The college publicity director in most cases is resigned to writing the type of article mentioned above.

Reck in his book attempted to show why and how good public relations are the foundation for any lasting success a college or university may achieve. A feature of this work

1. Sills and Lesly. op. cit. p. 256

2. McKinney, Robert L. "A Survey of Public Relations Practices in Teachers Colleges". *College Public Relations*. Vol. 29, Jan. 1947





is its hundreds of case experiences which provide specific guidance for those in search of successful public relations procedures.<sup>1</sup>

#### PUBLIC RELATIONS IN TEACHER EDUCATION

One session of the University of Chicago Teacher Education Conference, October 21-22, 1946, was devoted to public relations. A feature of this session was the report by Robert L. McKinney, assistant to the president at Northeast Missouri State Teachers College, on "A Survey of Public Relations Practices in Teachers Colleges". McKinney based his survey on a questionnaire sent to state teachers colleges throughout the country.

The study was made to determine some of the mechanics by which teachers colleges are attempting to solve their public relations problems, and the action being taken to implement public relations programs. It is not concluded that because a school does not have a director of publicity or public relations with an expansive staff that the school does not have an adequate program designed to inculcate good will among its various publics.<sup>1</sup>

McKinney reported 22 of the 116 replying schools had a full time public relations officer, 72, a part time one. 36 of the schools furnished the public relations officer a full time secretary, 73 with a part time secretary. Titles

1. Reck, Emerson W. Public Relations: A Program for Colleges and Universities. New York, Harper and Brothers, 1946.

2. McKinney, Robert L. "A Survey of Public Relations Practices in Teachers Colleges". College Public Relations. Vol.29, Jan.1947





accorded the chief public relations officer vary greatly, and included:

Director of Public Relations	21
President	6
Chairman of Publicity Committee	5
Chairman of Public Relations Committee	4
Director of Publicity	4
Director of Extension	4
Assistant to the President	3
Director of Public Service	3
Director of Publications	2
Director of Special Services	2
Coordinator of Public Relations	1
Head of Public Relations Department	1
Director of News Service	1
Director of News Bureau	1
Director of Information	1

A wide variety of programs was reported by which these state teachers colleges sought to present themselves to their territories; news, quality and success of graduates, faculty speeches, visits to high schools, activities of alumni groups, services to schools, radio programs, athletics, touring choirs, glee clubs and orchestras, contests (band, orchestra, speech, and so forth), extension work, contact with professional groups, publications, conferences, festivals, field services, free use of college buildings for meetings of outside groups, participation by college personnel in outside events, clinics, organization of citizens in the community interested in the college, workshops, luncheon programs, motion pictures of campus life, annual open house on the campus for the public, state wide poster program, film exchange, college theatre, and institutional service.





The various types of media have been discussed in several books on publicity mentioned elsewhere in this thesis. Following is a summarized list of media compiled from several of these sources.

1. Newspapers. There are about 1,850 daily and more than 10,000 weekly newspapers published in the United States. Any discussion of publicity or public relations must take into account the press as the backbone of our new distribution system.
2. Radio. Local radio stations particularly are offering an increasing opportunity for effective public relations.
3. General magazines. The field runs from Harper's and Fortune through Life and Saturday Evening Post to the fiction magazines.
4. Specialized magazines. Papers appealing to certain groups are included here, such as business men's magazines- Nations Business, The Rotarian, Forbes, Kiwanis Magazine; and the women's magazines- Ladies Home Journal, McCall's, Woman's Home Companion, Vogue.
5. Trade Publications. Almost every trade has at least one publication to serve it, and frequently has sectional or local publications as well.
6. Newsreels. Dramatic, pictorial events can often be presented to advantage through motion picture showings as part of a newsreel or in a special motion picture short feature.
7. Labor and farm newspapers. These magazines reach large groups with similar interests.
8. Negro and foreign publications.
9. Collegiate Publication. These publications influence a large and well coordinated group. In many cases these are often the only newspapers read on the campuses.
10. House organs. Thousands of firms publish papers for their employees or sales outlets. Material with a direct interest for these readers is in many cases





welcomed by the editors.

11. Pamphlets and other distribution material. Boston University makes many occupational pamphlets available to students, prospective students, and teachers. There are many other uses for various types of distribution material.

12. Books. Books are a media of publicity which should not be overlooked.

13. Free-lance writers. Free-lance writers are a source of publicity and under some classifications would be included as "media".<sup>1</sup>

A complete list of media and sources was compiled by Sills and Lesly. They divided media and sources into eight main headings.

1. Newspaper Wire Services
2. Newspaper Feature Syndicates
3. Picture Syndicates
4. Newsreels
5. Major Radio Networks
6. General News and Business Publications
7. Publications containing news on Advertising, Public Relations, and Sales Promotion
8. Special Publications<sup>1</sup>

1. Baus, Herbert M. Publicity-How to Plan, Produce and Place It. New York, Harper and Brothers, 1943.

Wright, Milton. How to Get Publicity. New York, McGraw Hill, 1935.

Mayer, Raymond C. How to Do Publicity. New York, Harper and Brothers, 1933.

Sills, Theodore R. and Lesly, Phillip. Public Relations. Chicago, Richard D. Irwin, Inc., 1945.

Quiett, Glenn C. and Casey, Ralph D. Principles of Publicity. New York, D. Appleton-Century Co., 1926.

2. Sills and Lesly. op. cit. p.313





Smith said that the people control the schools in the United States. "When enlightenment triumphs over darkness among them, the victory is reflected in the education of the times, and the schools in turn go on more vigorously with the education of the individuals who compose the public."<sup>1</sup> According to Smith, if the schools do their job well, the citizens whom they train will be better equipped to take part in public affairs. Good schools are both a cause and a result of intelligent public opinion.

#### THE NEED FOR FURTHER INVESTIGATION

The growth of public relations as an administrative tool and the rapid increase in collegiate education have largely been developments of the past three decades. Because of this sufficient attention has not been paid to the task of efficiently coordinating these two college divisions. A study investigating the status of public relations in collegiate business education should be of material help to educators and publicity directors by clarifying the present situation. The following points have been considered in this report in an attempt to meet this need.

##### 1. The objectives of a public relations program for

1. Smith, Charles W. Jr. Public Opinion in a Democracy. New York, Prentice Hall, 1939.





collegiate business education in New England.

2. An analysis of the media, devices, techniques, and publics involved in collegiate business education public relations.

3. The degree to which the existing public relations program of New England institutions fulfills the needs of collegiate business education.

4. The attitude of collegiate business education towards public relations as it applies to their departments.

5. The standards of collegiate business education public relations programs in New England on the basis of the investigations.

The next chapter outlines the methods of research employed in meeting these objectives.





### CHAPTER III

#### PROCEDURES USED IN THIS INVESTIGATION

The following steps were employed in securing data for this investigation:

1. The Boston University School of Education library was used to obtain background material, such as theses, magazines, and other published material relating to the problem. The facilities of the Boston Public Library were also used including the Educational Department and the Inter-Library Loan Service. The latter was utilized to obtain six volumes of the College Publicity Digest, (September 1938 through June 1945).

2. Fifteen New England institutions of higher learning offering courses in business administration or economics were visited. Convenience of location was an important consideration in selecting the schools to be visited, since for reasons stated below, the entire investigation was conducted through personal interviews. See Table VI for a list of the institutions used in this study. (See Appendix A for additional information as to the location and type of these institutions.

The institutions included private colleges of a non-proprietary nature, private business schools, state universit-





ities, a junior college, and a state teachers college. All offered business administration with the exception of Brown

TABLE VI

THE FIFTEEN COOPERATING INSTITUTIONS

1. Babson Institute of Business Administration
2. Bentley School of Accounting and Finance
3. Boston College
4. Boston University
5. Brown University
6. Byrant and Stratton Commercial School
7. Harvard University, Graduate School of Business Administration
8. Hillyer College
9. Northeastern University
10. Rhode Island State College
11. Simmons College
12. Teachers College of Connecticut
13. University of Connecticut
14. University of New Hampshire
15. Yale University

and Yale Universities which offered a program of Economics instead. However, many of the courses in the Economics Departments were similar to those offered by other schools visited. The Economics Departments in these two instances were the counterpart, to a degree, of the business departments of the other schools on the list.

3. The latest catalogs indicating the business administration offerings of the school were secured by requesting the same. (See Appendix C for a copy of the catalog request.)

4. The catalogs were studied to determine the eligibility of the school for the purpose of this thesis, i.e., to





confirm the offerings in business administration, to determine the name of the official to interview, and in general to obtain other important facts of interest to the study.

5. Over a period of four weeks in late August and early September 1947, fifteen interviews were granted by officials of the colleges. The interviews ranged from seven minutes to an hour and one half in length, with the average interview lasting approximately fifteen minutes. In three instances, the respondent requested the opportunity to answer the questionnaire at his leisure and mail the completed form to the interviewer. The reason for these requests was an indicated interest in the subject and the lack of sufficient time available for the interview. In these instances, the respondents were thanked in advance for their cooperation and a copy of the questionnaire together with a pre-addressed stamped envelope, was left with them. The completed forms were promptly returned by these respondents.

Since several aspects of public relations did not lend themselves to objective measurement, care was taken during each interview to record comments pertinent to the subject. Upon the conclusion of the meeting, the respondent's observations were summarized and any additional remarks were noted by the interviewer.





## THE PREPARATION OF THE QUESTIONNAIRE

6. The questionnaire was constructed with the intention of recording all information given in the interview. It especially served as a guide in the interviews to stimulate additional comment where ever possible. The general principles of questionnaire development were employed in the construction of this instrument. A check list containing the following items was prepared and each question on the tentative questionnaire was checked against the check list:

1. Are the data needed in this Public Relations study?
2. Is the information requested such that it can be readily given by the respondent? Can the questionnaire be readily checked by a properly qualified informant in a few minutes?
3. Is the wording clear?
4. Are there any leading questions?
5. Do the questions follow a logical and conversational pattern?
6. Is the length of the questions and the questionnaire adequate and comprehensive?

After checking the questionnaire against the above check list, it was pre-tested by presenting it to a faculty advisor at the Boston University School of Education and the Publicity Director of Boston University. Some changes were





made and the resulting questionnaire was the form used in the fifteen interviews.

7. Upon completion of the fifteenth interview a master data sheet summarizing the objective features of the investigation was compiled. The reports of each institution were tallied.

8. Conclusions and certain recommendations have been suggested in Chapter V as a result of the investigation.

#### METHOD USED IN SECURING DATA

After ascertaining the problems involved in the study and the specific facts needed, the question arose of determining the most appropriate and feasible method of obtaining the necessary information. The methods available for an investigation of this type are as follows:

Mail Questionnaire

Telephone Survey

Personal interview

Combination of Methods

To determine the most satisfactory i.e., the most reliable method, it was necessary to consider the advantages and disadvantages of each procedure as it applied to this particular study. The following conclusions and decisions were reached.





## THE MAIL QUESTIONNAIRE METHOD OF SECURING DATA

The advantages of collecting the desired information by mail would be economy in reaching respondents in scattered locations, a saving in time, and the general convenience from the interviewer's point of view. However, the disadvantages in this particular project outweighed the advantages of a mail questionnaire. The probability was that replies to a mail questionnaire would not be completely representative of the group to which it had been mailed and would, in some instances, be superficial. Administrators having a positive interest in the subject of public relations would be more likely to reply than those having a less positive point of view. It must also be considered that some would not trouble to answer a mail questionnaire and therefore, a low percentage of replies might be received. Inasmuch as it was necessary to work in a limited geographical area, such an attitude existing in the sampling would tend to nullify the advantages and conclusions of the study. These considerations were sufficient to void the use of a mail questionnaire.

## THE TELEPHONE QUESTIONNAIRE METHOD OF SECURING DATA

It would be possible to secure the desired information much more rapidly by telephone than by any other method. In addition, persons otherwise difficult to reach might be in-





interviewed readily and with a minimum of difficulty. Also, the cost per person interviewed would be lower than by mail or personal interview. As far as obtaining the definite facts involved in this investigation this method might have proven very effective.

On the other hand, telephone interviews must be limited in time and scope and probably would not be successful in obtaining the most satisfactory results. This study also required an analysis of attitudes, comments, and a certain amount of discussion, therefore the telephone method of making the survey was ruled out.

#### THE PERSONAL INTERVIEW METHOD OF SECURING DATA

The personal interview method is generally considered the most effective means of securing extensive information together with comments, attitudes, interpretations, and discussion from respondents.<sup>1</sup> In each case the interviewer asked for the Dean of the School or the Chairman of the Department (according to the information obtained from the catalog). If these men were not available it was possible in every case to have the interview with another member of the staff such as, the assistant dean in charge of public relations.

1. Canfield, Bertrand R. Sales Administration, Principles and Problems. New York, Prentice Hall, 1947.





In another instance the Director of Admissions of the institution, who also taught business subjects as well as supervised the public relations function, was interviewed. Thus, in each of the interviews the questionnaire was answered by someone qualified to do so (in the opinion of the investigator). Such uniformity of replies would not be possible by either the mail or telephone type of survey but only with the personal interview method.

However, there is present in the personal interview method the danger that the individual may bias the responses or select the wrong individual to interview. These dangers may be largely overcome if the interviewer is carefully trained and appreciates the responsibility of his position. In this case, the interviewer had previous experience in consumer research and in using the personal interview method. The high cost of the personal interview was also an objection.

These factors were considered and it was decided that the advantages of the personal interview method outweighed all other methods and it was selected as the one valid means of conducting the investigation.

The interviewer made every attempt to avoid any bias in recording the less objective replies and responses and to report the attitudes and comments of those interviewed. The

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approach and opening remarks to the respondents were standardized for all interviews. The respondents in all cases were encouraged to talk freely and to depart from the formal questionnaire whenever they felt so inclined. As an inducement for the respondents to talk freely they were informed that direct quotation either by school, position, or name would not be used but that any comment included would be identified only as coming from an administrator of institution X. Thus, they were assured of complete anonymity for the school and for themselves, relative to any individual comment or answer. Permission was granted to use the names of the schools in a list of cooperating institutions which was to be included in the thesis.

At the conclusion of each interview, the respondent was offered an abstract of the thesis when the thesis should be completed. This offer was accepted by thirteen of the fifteen administrators.

One college whose public relations activities were not sufficient to warrant maintaining a full time director employed a part-time specialist. They did not have a staff member with the specialized training and background necessary to properly handle the position, nor did they wish to place the responsibility with a staff member who would have had to





## CHAPTER IV

### THE RESULTS OF THE INVESTIGATION

The following are the results of the investigation as determined by the interviews at the fifteen institutions listed in Chapter III. (See Table VII for the questionnaire.)

The first question asked was "Has your institution a public relations director in charge of a department centralizing all school releases?". All respondents answered this in the affirmative. In the smaller institutions the public relations director usually performed other duties in addition to his public relations functions. In most instances, however, public relations was the major duty of one staff member. In schools where the staff member charged with the public relations function performed other duties as placement or teaching, the program did not appear to be as advanced or complete as in the institutions where a full time officer specialized in the job.

One college whose public relations activities were not sufficient to warrant maintaining a full time director employed a part-time specialist. They did not have a staff member with the specialized training and background necessary to properly handle the position, nor did they wish to place the responsibility with a staff member who would have had to





## TABLE VII

## THE QUESTIONNAIRE

1. Has your institution a public relations director in charge of a department centralizing all school releases?

Yes

\_\_\_\_\_

No

\_\_\_\_\_

Other comment

\_\_\_\_\_

2. Does the business administration department or school have a specific staff member or a committee appointed to work with your school public relations director?

Yes

\_\_\_\_\_

No

\_\_\_\_\_

Other comment

\_\_\_\_\_

3. The most important objective of a public relations program for collegiate business education would be:

- a. to create good will for the department
- b. to be of service to the community
- c. to add to the reputation of the department
- d. to prevent misinterpretation of departmental activities
- e. to educate the general public
- f. to aid students in seeking employment
- g. other reasons

Please number the three objectives you consider most important.

4. What groups should be reached through a business education public relations program? Please check five groups.

- |                             |                             |
|-----------------------------|-----------------------------|
| a. parents                  | k. church leaders           |
| b. prospective students     | l. employers                |
| c. students                 | m. newspapers and magazines |
| d. alumni                   | n. radio officials          |
| e. trustees                 | o. governmental agencies    |
| f. staff members            | p. donors                   |
| g. the community in general | q. legislators              |
| h. other colleges           | r. college visitors         |
| i. educational associations | s. others                   |
| j. high school officials    |                             |





## TABLE VII (CONTINUED)

5. What of the following media are used in your business education public relations program?

- a. press
- b. faculty speakers bureau
- c. special service days and weeks
- d. short and refresher courses
- e. special services (information by mail)
- f. exhibits
- g. bulletins
- h. radio
- i. others

6. Does the public relations program of your school fulfill the needs of your business administration department?

- Very satisfactorily \_\_\_\_\_
- Sufficiently \_\_\_\_\_
- Inadequately \_\_\_\_\_
- Other comment \_\_\_\_\_

7. Is your business department making any special appeal to adults wishing to work on the college level on a non-degree basis?

- Yes \_\_\_\_\_
- No \_\_\_\_\_
- Other Comment \_\_\_\_\_





handle it in addition to some other activity. They solved the problem by retaining the services of a specialist on a part-time basis. Thus, this administration recognized that collegiate public relations was a specialized activity and provided for trained outside aid when it was not practicable for a staff member to perform the function. One other institution maintaining a staff member on a part-time basis was considering hiring an outside specialist on a part-time basis. It is significant that all of the institutions had given official recognition to public relations as a staff activity and had made some provision for it. Previous studies in the field did not reflect this unanimity of administrative thinking.

#### THE USE OF PUBLIC RELATIONS COMMITTEES

In each interview this question was asked, "Does the business administration department or school have a specific staff member or a committee appointed to work with your school public relations director?"

In most instances the dean or department chairman performed this function. This was particularly the situation in smaller and average size institutions. With one of the larger schools, however, the situation was handled differently. Public relations at this institution was centralized, partly because of the need which had been apparent for several years, but also because the institution was entering upon its fifti-





eth anniversary celebration. It realized the need of complete coordination of public relations activities.

A committee of staff members was appointed through the Dean's office to work with the public relations director on specific items. This institution apparently was aware of the significance and purpose of a public relations program. They recognized that the Department of Public Relations had been created to handle certain specific aspects of public relations. However, it was realized that every one connected with the institution was involved with public relations from the President and Deans to the custodian who greets visitors to the campus.

The president's office and the various dean's offices had certain functions of public relations in addition to those ordinarily assigned the Public Relations Director. In this institution a Cooperative Work Program was an integral part of the over-all public relations program. The students who participated in this program were part of the university's public relations program. It is probable that the Cooperative Work Program at this institution was responsible in part for this recognition of student participation in collegiate public relations.

At this school, according to its dean, it was realized that every faculty member was engaged in public relations as





a member of a professional society (which all faculty members were encouraged to join), as a scholar engaged in research, or as a classroom teacher. A feeling similar to this was found in several of the interviews. It is reasonable to state that many administrators of collegiate business education in New England today recognize the several aspects which go to make up their over-all institutional and departmental public relations program.

In general, New England collegiate business administration departments and schools did not have specific staff members or committees appointed to work with the institution's public relations director. These activities were for the most part handled by the dean or department head. (See Table VIII.)

TABLE VIII

INSTITUTIONS HAVING SPECIFIC STAFF MEMBER OR COMMITTEES APPOINTED TO WORK WITH PUBLIC RELATIONS DIRECTOR

Comments	Institutions
Having a Staff Member or Committee	4
Not Having a Staff Member or Committee	<u>11</u>
Total	15

One institution maintaining an economics department with a nationally known Labor-Management Program illustrated this point. Public relations was not initiated by the department but was handled similarly to other departments of





the institution on an all-university basis. However, the Labor-Management Program had a definite policy of public relations, even though it was a subsidiary of the Economics Department. It operated as a separate part of the Department of Economics and Industrial Administration.

In spite of apparent differences between economics departments and schools of business, many institutions having an economics department in reality maintained a department of economics and business administration in every thing but name. The acceptance of this conclusion after studying the catalogs of the institutions under consideration justifies the inclusion of these departments in a study of collegiate business education.

In discussing the public relations program of any department in an institution, the over-all policies, objectives, and attitudes of the administration must be recognized as a major factor in any departmental program.

#### OBJECTIVE OF PUBLIC RELATIONS IN COLLEGIATE BUSINESS EDUCATION

The administrators were asked to state the three most important objectives of public relations. They were also asked to add any other objectives. The list presented to them appeared to satisfy all concerned. The alternatives from which they made their selections were these; to create





good will for the department; to be of service to the community; to add to the reputation of the school or department; to prevent misinterpretation of departmental activities; to educate the general public; to aid students in seeking employment; other reasons.

The most frequently mentioned objectives were "to create good will for the department" and "to be of service to the community". In every case these two were mentioned, generally as the first two of the three alternatives. These two objectives appeared to be fundamental aims of the public relations programs of the administrators interviewed. Several made the point that all objectives were important in any long range program of public relations. However, at various times one or more of these might assume more than ordinary importance. This would necessitate a slanting of the program in the direction desired.

The objectives of any departmental public relations program are determined in large part by the over-all long run program of the administration. The executives and administrators who determine policy decide the objectives of the objectives of the institution's public relations program. An institution maintaining an economics department might offer no work in business administration. In the case of many economics departments there would not be a formulated





public relations program any more than there would be a special program for the English Department or the History Department. To compare an economics department with a school of business would be comparable in some cases to comparing a government or history department with a school of Public Administration.

#### OTHER OBJECTIVES MENTIONED

"To add to the reputation of the department" was in third position as to frequency of mention. "To prevent misinterpretation of departmental activities" and "to aid students in seeking employment" were next in frequency of mention. It was possible to conclude that administrators of collegiate business education in New England were usually in general agreement as to the objectives of a public relations program.

This investigation was concerned primarily with an expression of the objectives of public relations not the motives behind the objectives. For example, one dean mentioned that to the best of his knowledge there was not one college in New England at the time that was not engaged in some form of fund raising activity. He doubted, however, if any such college would admit fund raising was an integral part of their public relations program. This study was not concerned with fund raising, on which subject there is a wealth of published material available; neither was it concerned with other specific results of a complete public relations program.





The information in Table IX shows the stated objectives of a public relations program for collegiate business education.

TABLE IX

OBJECTIVES OF A PUBLIC RELATIONS PROGRAM  
FOR COLLEGIATE BUSINESS EDUCATION AS DETERMINED BY  
INTERVIEWS WITH FIFTEEN ADMINISTRATORS OF BUSINESS EDUCATION

Objectives	Number of Times Mentioned
To create good will for the department	11
To be of service to the community	11
To add to the reputation of the department	6
To prevent misinterpretation of departmental activities	4
To aid students in seeking employment	4
To educate the general public	3
Other reasons	2

GROUPS TO BE REACHED THROUGH  
A BUSINESS EDUCATION PUBLIC RELATIONS PROGRAM

The fifteen administrators were asked to check from the groups listed below the five publics they thought should be reached through a business education public relations program. (See Table X.) They were asked to select five from the list without consideration as to order of importance.





The list included alumni, students, parents, prospective students, trustees, staff members, the community in general, other colleges, educational associations, high school officials, church leaders, employers, newspapers and magazines, radio officials, governmental agencies, donors, legislators, college visitors, others.

Selected most often from the list of potential publics that collegiate business education public relations might reach were parents, prospective students, community in general, and newspapers and magazines. Eleven of the administrators interviewed thought the parents should be included in the groups to be reached. This applied to parents of present and prospective students.

Nine believed that prospective students as a group should be reached in some way through the university or departmental public relations program, yet only five mentioned present students among their selection of publics. This might be due in part to the fact that the administrators were requested to pick only the five most important groups to be reached. Yet it is probably also due to the fact that some administrators do not think of students when their thinking turns to public relations.

The "community in general" was next in order of fre-





quency of mention on the list of publics to be reached. This was followed by "newspapers and magazines, employers, alumni, trustees, staff members, and high school officials". It is possible to have a degree of duplication in listing the publics of any institution; a man might be a parent, an alumnus, a trustee, and an employer-thus representing several publics.

The following table indicates the frequency of each group as reported in the interviews.

TABLE IX

GROUPS TO BE REACHED THROUGH A BUSINESS EDUCATION PUBLIC RELATIONS PROGRAM AS SELECTED BY THE FIFTEEN ADMINISTRATORS

Groups	Number of Times Mentioned
Parents	11
Newspapers and Magazines	10
Prospective students	9
Alumni	8
Community in general	8
Students	5
Trustees	4
Employers	4
High school officials	3
Other colleges	2
Donors	2
Staff members	1
Legislators	1
Educational associations	0
Church leaders	0
Radio officials	0
Governmental agencies	0
College visitors	0
Others	0

There also appeared to be recognition on the part of the administrators that all or nearly all of the groups listed





could be included in the institution's publics. All have a degree of importance attached to them as far as the institution's public relations program is concerned. It was mentioned by one respondent that a complete public relations program would attempt to include all publics at various times. The specific appeal, however, would generally be directed towards a particular group at one time, for one broadcast, for one newspaper release, or for a group of employers.

#### MEDIA USED IN BUSINESS EDUCATION PUBLIC RELATIONS

The administrators were asked to name the media used in their business education public relations programs. The following media were suggested for their convenience, press, faculty speaker's bureaus, special service days and weeks, short and refresher courses, special services (information by mail, and so forth), exhibits, and bulletins.

The press was mentioned in fourteen of the fifteen interviews. The fifteenth case, a private business school, used the press for advertising only and did not feel justified in including it in its list of media. It might be argued, however, that the press should have been included since its services were used even though paid for.

The press, including both newspapers and magazines, ranked high on the list of media used in business education





public relations programs in New England. This is probably the situation throughout the country. With continued public interest in education, it is probable the press will continue to be used at least as much as it has been and possibly more in the future. It was mentioned at several of the schools that reporters regularly called on their own initiative to learn if anything of interest to their readers had occurred.

(See Appendix B for a collection of newspaper releases selected from the New York Times over an eleven month period from January 1947 to November 1947. Several types of stories and news releases about collegiate business education are included.)

#### FACULTY SPEAKER'S BUREAUS

Organized faculty speaker's bureaus seemed to be confined to the larger institutions with seven schools reporting bureaus of faculty speakers in operation. Almost all administrators interviewed indicated that their business faculty spoke before outside groups in response to requests. If a specific faculty member was not requested, a speaker was selected by the bureau. Every effort was made to comply with reasonable legitimate requests. The variety of groups addressed by members of the business administration faculty of one college in a one month period ranged from shop workers to a banker's association.





## SPECIAL SERVICE DAYS AND WEEKS

Special service days and weeks played an important part in the public relations activities of the business administration departments of five institutions. Several other institutions mentioned that on various occasions they had held special conferences and special service days and weeks, but not enough to warrant including this type of activity in their list of media. One administrator stated that this particular device was one of the most effective means the college has at its disposal to serve the community and general public. In the future this school planned to make greater use of special service days and weeks in its public relations program.

An advantage of this type of activity was that in addition to performing a service for those attending the special event, it also familiarized these people with the institution sponsoring the event, its faculty, facilities and plant. Another advantage is the creation of good will for the institution.

One college held a successful field day for over 500 guidance directors, high school principals, business department heads in high schools and colleges, and other interested educators and business men. The theme of the conference was "What Business and Industry Expect of Schools and Colleges".





Those attending discussed their mutual problems with so much success that many requests for the minutes of the conference were received by the sponsoring college. These requests came not only from those in attendance at the actual meeting but from other educators and business men who heard favorable reports about the conference.

The sponsoring institution mailed minutes of the conference to those who attended the meeting as well as other persons in the area served by the institution who were thought to have an interest in the subject. It is likely this meeting will become a permanent part of its program in view of the many favorable comments received.

The "Open House" type of event was mentioned in addition to several examples of the activities suggested. One institution found "Open House" to be so successful that it was made an annual event planned on an all university basis. The entire community, as well as special groups were invited to the campus one day each year.

One state college sponsored an open house, or guest day, for state officials. The governor and his staff, senators and congressmen, state senators, and mayors of the various communities in the state were invited. This program met with considerable success and served in part to inform the state





and local officials of the work of the state college. An interesting feature of this meeting was the opening assembly in the college auditorium. The president of the college greeted the guests and served as moderator of a panel discussion, "Your College and its Work", a series of three minute talks by the various Deans of Schools and Directors of Divisions. Each Director, including the Dean of Business, briefly outlined to the officials the work and services of his division. This assembly was followed by a tour of the main campus, lunch, with music by the school orchestra, and special tours which the guests selected according to their interests. The day was completed by a reception on the lawn at the President's house.

Some examples of special service days and weeks discussed in the various interviews are listed below.

Fifth Annual Institute on Federal Taxation  
 Connecticut Distributive Education Workshop  
 Second Annual Personnel Institute  
 Insurance Education Program  
 Institute of Banking  
 School for Connecticut Assessing Officers

Some of the administrators regarded the opportunities offered by special service days and weeks as the most challenging of many avenue of public service open to them.

#### SHORT AND REFRESHER COURSES

Eight of the fifteen institutions offered short and





refresher courses in business administration. All appeared to be aware of the benefits, from the public relations standpoint, accruing to an institution offering such courses. In not one case were the courses initially offered as a public relations device (such would not be true public relations, but simply publicity.) The filling of a legitimate need properly is the most effective type of public relations. The policy of the administration determined the attitude of any one department on this question of offering short and refresher courses and their place in the overall public relations program of the institution. Urban colleges with evening school courses can be of particular service to their community in this respect.

#### SPECIAL SERVICES

Five of the fifteen schools reported the use of special services, such as sending information by mail as part of their public relations program. It was probable that more than five of these institutions offered special services of one type or another. Some perhaps, did not fully realize the extent of the services they offered or could offer their publics.

#### EXHIBITS, BULLETINS, RADIO, AND OTHER MEDIA USED IN BUSINESS EDUCATION PUBLIC RELATIONS

Table X shows the extent of the use of exhibits, bulletins, and the radio in business education public relations in





the fifteen institutions visited. Of these, the radio was used most extensively. It was also the most important on the basis of the emphasis placed on it by these institutions in their public relations program and the probable benefits accruing from its use in a long range program. It was stated that radio stations were cooperative in offering their facilities to colleges and universities who have a worthwhile program or message. Local stations were utilized rather than sectional or national hookups. Since much of the broadcasting would be of particular local or regional interest, this arrangement was probably to be preferred. Forums, panels, roundtables on subjects of wide interest were popular programs. Talks by economists and statisticians were reported to be popular in the New England area. One administrator informed the local broadcasting station of his department's willingness to participate in constructive programs of public interest. His offer was accepted by the local station and since that time this school has achieved particular success in radio work and has offered many programs of interest and value to business men in the community and the community in general. They also reached many members of the community that otherwise could not be contacted.

Radio as a tool in education will probably achieve greater importance in the future than it has in the past. For example, Boston University and the New England Committee on





Radio in Education, in cooperation with the four major broadcasting systems of New England, offered an intensive course of training for teaching personnel in education by radio during July 1947. Such courses will probably be offered with greater frequency in the future and will materially help in the greater use of radio by business education and education in general.

The following table summarizes the media used in business education public relations programs in the fifteen institutions.

TABLE XI

## MEDIA USED IN BUSINESS EDUCATION PUBLIC RELATIONS PROGRAMS

Media	Number of Times Mentioned
Press	15
Faculty Speaker's Bureaus	10
Radio	8
Short and Refresher courses	8
Bulletins	7
Special service days and weeks	5
Exhibits	5
Special services (Information by mail)	5
Other	4





AN APPRAISAL OF THE PUBLIC RELATIONS  
PROGRAMS OF THE FIFTEEN SCHOOLS BY THE ADMINISTRATORS

The respondents were asked to estimate the degree to which the public relations program of their school fulfilled the needs of their department. Four replies were suggested; very satisfactorily, sufficiently, inadequately, or other comment. It was recognized when this question was included in the questionnaire that there might be some degree of difficulty in evaluating a school's program. Definite standards, objectives, and techniques had never been set up to serve as a guide to evaluation. However, fourteen administrators gave a definite answer.

The major theme of dissatisfaction recurring in the negative answers to this question was the lack of coordination between the public relations or publicity office and the department. The blame in one instance was placed upon the business department itself because the department sometimes failed to notify the public relations office what they were doing or what they were planning on doing.

Only one administrator mentioned that the school's public relations program fulfilled the needs of his department inadequately. The others maintained that the school's program met their own requirements either very satisfactorily or sufficiently. One administrator stated that although their needs were being satisfied sufficiently now, it was expected





that in the near future a greater degree of cooperation and efficiency would be achieved. The reason for this expectation was the appointment of a committee to work with the public relations director on matters of departmental interest. Table XII summarizes the responses to this question.

TABLE XII

APPRAISAL OF THE SCHOOL PUBLIC RELATIONS  
PROGRAM AS IT FULFILLS THE NEEDS OF THE BUSINESS  
ADMINISTRATION DEPARTMENTS OF THE FIFTEEN INSTITUTIONS

Responses	Number of Times Mentioned
Very Satisfactorily	6
Sufficiently	6
Inadequately	2
Other comment	1

SPECIAL APPEALS TO ADULTS WORKING  
ON THE COLLEGE LEVEL ON A NON-DEGREE BASIS

This question was included to determine the efforts made by the business departments in the fifteen institutions to participate in non-degree adult education programs. The replies ranged from nothing at all on this level to a complete business administration curriculum expressly for adults on a non-degree basis. Several administrators stated that probably their school would offer more adult non-degree work in the future as more experience was gained in the field. Table XIII shows the responses to this question.

The basic reason for the use of publicity in adult





education is to inform the public of the offerings of agencies that are ready and willing to provide a means for education of "the whole Man".<sup>1</sup> Ignorance of the opportunities available for learning is frequently largely responsible for the failure of many to participate in these programs. This group must be included in the list of publics of any institution offering non-degree courses, both as a special group, and as members of the community in general.

TABLE XII<sub>I</sub>

BUSINESS DEPARTMENTS MAKING SPECIAL APPEALS TO ADULTS  
WISHING TO WORK ON THE COLLEGE LEVEL ON A NON-DEGREE BASIS

Responses	Number of Times Mentioned
Making special appeal	9
Not making special appeal	6
Other comment	0

OTHER PROBLEMS IN COLLEGIATE PUBLIC RELATIONS

Among the problems in public relations mentioned by the administrators of business education were such topics as the following: the admissions problem, problems of improving student-college relations, and to a lesser degree improving faculty-college relationships, the endowment problem or that of interesting the particular public to the need of contributing to the support of business education and education in

1. Rowden, Dorothy. Publicity for Adult Education. New York, Service Bureau for Adult Education, New York University, 1937.





general, and alumni-college relationship problems.

One outstanding business school in its admissions program faced a serious public relations problem. The school accepted only one out of five applicants for admission. In the days immediately following the close of World War II, the school required three letters of recommendation for each prospective student. This practice raised the issue that each time the school rejected an applicant they were in effect rejecting several persons. The result of this policy was that the rejection rate created some ill will with those involved. Largely for public relations reasons, this school dropped the letter of recommendation requirement for admission. It should be added, however, that this school required a personal interview with each applicant by a member of the admissions board.

There are a great many ramifications to any particular problem such as the admissions issue. It is a task to satisfy the public that admissions to the particular department or school has been handled fairly, carefully, and courteously. The problem is even more acute in graduate schools of business and other graduate schools because of the lack of flexibility compared with undergraduate divisions. The important consideration is that the admissions problem be regarded in part as a public relations problem.

Admissions, alumni activities, and placement all have





aspects affecting the public relations of the institution and which should be recognized by both the department and administration. The administrators who mentioned a specific problem such as admissions usually had taken effective steps to cope with it. In part, this would indicate that recognition of the problem was necessary as a preliminary step in solving it.

Another aspect of public relations involved in admissions procedure was illustrated by a graduate school administrator. The business administration department of this school as a matter of policy admitted students from all the states and in effect encouraged a large out of state enrollment. As they attempted to choose only the best students from each area, a certain amount of conflict had developed in the past with some administrators who resented seeing some of their better students year after year leave their own region for graduate work. The problem was by no means a simple one, or one that could be solved satisfactorily by ignoring it. The institution recognized the existence of the problem and attempted to handle it by having its faculty members visit the campus of out of state colleges whenever possible. They had admissions officers talk to the deans of several colleges and in general point out the advantages that accrue both to the student and institution when a student entered the school in question.





The alumni club presidents of one school were kept informed of the itinerary of faculty and staff members travelling on school business during the year. It had been found that in many cases these travelling faculty and staff members were able to speak to alumni groups in the course of their regular travels. This was a service which the alumni groups appreciated and was an example of effective public relations with an important public of the school.

These recommendations are based upon four main sources:

1. Interviews with fifteen administrators of collegiate business education.
2. A study of over 120 news releases issued by colleges and universities on collegiate business education. Twenty-five of these releases are included in Appendix B.
3. Visits to institutions in which the subject of public relations was discussed.
4. The writer's experience in educational and promotional work.

#### RESPONSIBILITY FOR EFFECTIVE PUBLIC RELATIONS

There was almost complete agreement among New England administrators of collegiate business education that public relations was an integral part of their administrative duties. Previous studies dealing in part with educational public relations did not always reflect this unanimity of thinking. Today, with collegiate enrollment reaching an all time high in New England and throughout the nation, the problem of





## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

The practices, media, devices, and procedures of public relations in collegiate business education in New England were investigated in this study. This chapter contains recommendations for the more effective organization and coordination of public relations in collegiate business education. These recommendations are based upon four main sources:

1. Interviews with fifteen administrators of collegiate business education.
2. A study of over 100 news releases issued by colleges and universities on collegiate business education. Twenty-five of these releases are included in Appendix B.
3. Visits to institutions in which the subject of public relations was discussed.
4. The writer's experience in educational and promotional work.

### RESPONSIBILITY FOR EFFECTIVE PUBLIC RELATIONS

There was almost complete agreement among New England administrators of collegiate business education that public relations was an integral part of their administrative duties. Previous studies dealing in part with educational public relations did not always reflect this unanimity of thinking. Today, with collegiate enrollment reaching an all time high in New England and throughout the nation, the problem of





maintaining effective public relations was even more important than in pre-war years. General public interest in education is probably greater today than it ever has been before in our history. Most administrators agree that effective public relations for educational institutions can do much to hold this public interest to the benefit of the public and the institution.

The increase in enrollment since the war has accounted in part for the general increased interest in education and has also focused administrative attention on the need and opportunities involved in educational public relations. It has tended to increase the routine duties and responsibilities of administrators at a time when much of their energy could well be directed toward long range planning. Daily pressures of responsibility preclude devoting much time to leisurely planning and policy making activities. The possibility exists that such a comparatively new administrative task as public relations would be relegated to the background and minimized in favor of other more conventional duties.

One way of handling this possibility is for the administrator to assign the responsibility for the public relations program to a particular individual in the department or school. The individual staff member, or in some cases, a committee, should be charged with coordinating departmental activities





with the college's or university's public relations director. The object of this action would be to insure that the public relations program was operating as effectively and efficiently as possible.

In some cases, the dean or departmental chairman might not deem it necessary to assign the public relations duties to a staff member but would prefer to handle the complete job himself. This would be particularly the case with smaller departments. However, if a staff member is available with a proper background of the principles and underlying philosophies of modern education, and with an appreciation of the role effective public relations can play in education, the arrangement suggested might well be adopted. Such an assignment might be made with benefits to all concerned. The public would get more complete information about departmental activities; the college gains more effective public relations with its corresponding benefits; the administrator reduces his work load; the staff member handling the function or part of it gains experience and possibly develops more enthusiasm for the opportunities of public service opening up to the institution.

The operation of the institution's public relations program should not be under the supervision of inexperienced, inadequately trained personnel. Such a situation is infre-





quently found in New England institution of higher learning. However, a common practice in New England is to carry on public relations on a part time basis. If the job of supervising the school's public relations is handled by assigning the task to a faculty member as a teaching overload, then the institution can hardly expect maximum effectiveness. The same reasoning would apply to delegating the job to the placement director or another administrative officer. It would not be sound educational practice to assign a public relations specialist to a classroom that he was not trained to teach. Giving the specialized public relations task to a faculty or staff member unless he is properly trained by education, experience, and aptitude for the job is not good policy. At least one college, whose policies and budget did not warrant maintaining a full time specialist devoting all his time to public relations, hired an expert to supervise this function. This method would appear to be superior to the older method of solving the problem by placing the responsibility with a staff member, properly qualified or not, in addition to his regular duties.

#### PHASES OF PUBLIC RELATIONS

Mr. Harry A. Batten, president of N. W. Ayers and Son, Inc., stated there are two phases of any sound public relations program. One is the corrective phase in which any





factors that alienate friendship and support must be eliminated. The other is the interpretative phase in which the story of what the institution is doing to make itself of greater service to the community is presented to the community.<sup>1</sup>

It is necessary that there be a real desire on the part of the administration and faculty to improve the institution's public relations before it can actually be improved. Each staff member should be informed of the program and his place in it and a sincere effort made by the administration to bring all concerned into the picture. Any basic cause of misunderstanding between the institution and its various publics should be studied and if possible remedied. If this is done and an effort made to remove sources of misunderstanding, the corrective phase of public relations will in large part be taken care of by this action. Then if the program itself is properly organized and under adequate supervision as suggested earlier in this chapter, the interpretative phase is underway.

It is important that the objectives of the institution be considered in determining the public relations program. In general, administrators of business education seemed to agree upon the objectives of the institution as they applied

1. Harral, Stewart. Public Relations for Higher Education. Norman, University of Oklahoma Press, 1942. p. 264





to public relations, and to a lesser degree on the importance of the various groups that were to be reached.

The essence of public relations is to make the interests and goals of the institution (or department) of concern to the various groups and publics. In addition to this, the public also learns of the work, opportunities, and offerings of the institution. To achieve this desirable state of affairs, the school must make an effort to see that the preliminary requirements suggested above are met.

#### MEDIA IN COLLEGIATE PUBLIC RELATIONS

Evidently many schools utilized several media in their public relations activities. Some of the schools used the press, faculty speaker's bureaus, special service days and weeks, short and refresher courses, various special services, exhibits, bulletins, radio and other media. On the other hand, some departments confined their organized public relations activities to the press and possibly one other medium. These schools cannot be said to taking maximum advantage of the public relations opportunities available to them.

Department heads and deans should examine the conventional lists of media to determine if their own program might possibly be strengthened by making use of additional media. Naturally, facilities and personnel must be available, for it





is better to handle one medium properly and successfully than to misuse several. Many departments and colleges could look into the possibility of establishing a faculty speaker's bureau where one does not exist. Particularly in metropolitan communities the faculty speaker's bureau offers opportunities for sound public relations and service by colleges. If the community, or community leaders, are aware that the institution or department is willing and able to provide qualified speakers on various topics, then these speakers will be more likely to be called upon. The organization of this bureau on a departmental basis could be undertaken by the public relations committee.

Schools whose administrative policies would favor special service days, short courses and the like should survey their communities to find if there are additional opportunities for service. Bulletins, radio, and other media should likewise be investigated by the institution or department, always keeping before them the facilities, personnel, and philosophies involved. In any case, the use of media consistent with these policies should not be neglected through oversight. A survey of this question would appear to be a legitimate function of an advisory committee on public relations.

The comments received in this investigation indicate





that there is room for improvement in the use of the various media in collegiate public relations. The need for improvement and greater coordination of collegiate public relations is illustrated by the ranking assigned the degree to which public relations programs fulfill the requirements of administrators. Increasing understanding of the place and importance of public relations in education will probably do much to raise the standards of performance and achievement in the field in years to come.

#### STRENGTHENING EXISTING PROGRAMS

Just as it is recognized that publicity can be good or bad, it should be recognized that public relations programs have varying degrees of merit. Every institution is involved in public relations. The task is to see that the program is continually being improved and supervised. It would be very difficult to attempt to set up an outline for a program of public relations since the needs of each college or department vary according to the functions of each. The basic principles and techniques are within the province of the specialist. Since most administrators are not public relations specialists, they leave, or should leave, the selection of techniques and media to those who are properly trained to select and handle them.





The administrator should recognize that an effectively organized public relations program consists not only of traditional news and information services, but also alumni, admissions, publications, and other special services. It is not necessary, or probably inadvisable, that all offices handling such duties be placed under a public relations department. These offices all have functions of their own that are not primarily of a public relations nature. It is important that all divisions meeting any of the publics be included in the overall public relations plan. The public relations of the department or of the institution are actually the impressions all the publics have of the department or institution. Therefore, anyone connected with the department or institution who meets any of the publics considered to be included in the institution's program has a part in the public relations of that institution. It is not the sole responsibility of one man having the title of public relations director, but of everyone connected with the department and institution.

It is not actually necessary for an administrator to analyze at length all of the factors affecting his public relations, such as, the way in which his secretary or telephone operator answers the phone, the nature and content of the curriculum, the policies of the alumni association, the





practices of the school athletic department, the quality of correspondence leaving the department or school, the relationship existing with the press and radio, the public services rendered, the personnel policies, or a hundred other factors which could be added. Rather, it is more important to recognize that such factors do play a part in the program. Any weakness in the over-all program should be analyzed and corrected.

Public relations must be recognized as a legitimate educational function capable of increasing the effectiveness of the services the institution renders its publics. It will take some time for this concept to become widely accepted and until it is accepted the majority of public relations officers can look forward to defending their budgets in any economy measure. One public relations director evidently spoke for many when he mentioned the continuing struggle to justify his program with his administration.

#### THE FUTURE OF PUBLIC RELATIONS

In an address before the American College Public Relations Association at Fairmont, West Virginia, March 8, 1947, President Irvin Stewart of West Virginia University said that the purpose of the public relations program of the university or college was to link the institution more closely with the





the people whom it seeks to serve.<sup>1</sup> He went on to say that colleges (and departments) should plan its work to meet the needs of its constituents. Extension courses and campus courses should be related to local requirements without neglect to the broader aspects involved. A certain amount of research related to the current problems of the state must supplement the fundamental research traditional to university research staffs.

The institution's task of seeing that its potential constituency knows what it has to offer and to whom, as well as what it has done is fundamental to a successful program. To the extent that any person who may benefit from the institution's program is unaware of that program and its relation to him, the college or department has failed in its public relations. One of the objectives lying ahead of a college's public relations program is to see that every high school student and adult has enough information about the college. This is only one of the roles public relations has to play in the life of an institution but it is important.

Colleges and universities are increasingly coming to realize the importance of public relations, and what is more important, their own weaknesses in this area. It appears

1. Stewart, Irvin. "Our Present Opportunity". College Public Relations. Vol. 29, No. 9, June 1947. p.6





safe to predict that college public relations will increase rather than decrease in effectiveness in years to come, and that in this increasing effectiveness higher education will become more effective in its services to society in general.

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## APPENDIX A

## THE COOPERATING INSTITUTIONS

Babson Institute	Wellesley Hills, Mass.
Bentley School of Accounting and Finance	Boston, Mass.
Boston College	Boston, Mass.
Boston University	Boston, Mass.
Wyant and Stetson Commercial School	Boston, Mass.
Brown University	Providence, Rhode Island
Harvard University	Cambridge, Mass.
Hillyer College	Hartford, Conn.
Northeastern University	Boston, Mass.
Rhode Island State College	Kingston, Rhode Island
Simmons College	Boston, Mass.
Teachers College of Connecticut	New Britain, Conn.
University of Connecticut	Storrs, Conn.
University of New Hampshire	Durham, New Hamp- shire
Yale University	New Haven, Conn.

## APPENDIXES





## APPENDIX A

## THE COOPERATING INSTITUTIONS

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Bentley School of Accounting and Finance	Boston, Mass.
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Byrant and Stratton Commerical School	Boston, Mass.
Brown University	Providence, Rhode Island
Harvard University	Cambridge, Mass.
Hillyer College	Hartford, Conn.
Northeastern University	Boston, Mass.
Rhode Island State College	Kingston, Rhode Island
Simmons College	Boston, Mass.
Teachers College of Connecticut	New Britain, Conn.
University of Connecticut	Storrs, Conn.
University of New Hampshire	Durham, New Hamp- shire
Yale University	New Haven, Conn.





## APPENDIX B

## SELECTED COLLEGIATE NEWS RELEASES

## BOSTON UNIVERSITY--Public Relations

What is said to be the first School of Public Relations in any American university will be opened in September at Boston University. With the vast resources at its command, both within the institution and in the city itself, the university will make available a comprehensive course of study in all channels of communication. The announcement said that from a term "which in its early use met with widespread disapproval, 'public relations' has reached a new high level of achievement and recognition so high that it is worthy of specialized study at the college level."

## GEORGIA TECH--Public Relations

Recognizing the growing importance of public relations as a function of management, the Georgia School of Technology will conduct what is said to be the first courses in the field ever given by any college or university in the South. The classes will be offered this spring and will be limited to twenty-four students in order to permit individualized instruction.

## NEW YORK UNIVERSITY--New Course at Chautauqua

For the first time at any college or university a course in fund raising is being offered for graduate credit at New York University's summer school at Chautauqua. Twenty-seven men and women representing twenty colleges in eleven states and two Canadian provinces are enrolled in the course. The program is designed for college fund directors, alumni secretaries, directors of public relations, finance officers and institutional heads.

## STANFORD--Public Relations

Educators from all over the Pacific Coast will meet at Stanford University, July 24 to 26, for a conference on public relations. The university's School of Education has made plans for a conference attendance of 1,000 city and county school superintendents, principles, and trustees from seven Western states. Theme of the conference, which will be ad-







dressed by newspaper men and federal and state officials, will be "Public Relations for Public Education".

#### NEW HAMPSHIRE--Summer School

The University of New Hampshire will return this year to its pre-war practice of offering two summer-school sessions. The first one, from June 30 to Aug. 8, will feature education courses primarily for teachers seeking graduate credits, while the second from Aug. 11 to Sept. 20, will be for undergraduates. A course in wholesale and retail selling and the operation of stores will be offered for the first time.

#### OHIO--Summer Session

Ohio University's summer session, featuring seven special conferences, will open June 16 with an expected record-breaking enrollment of 1,850 students. At least 80 per cent of the student body will be veterans. The conferences will include a clinic-workshop for boys and girls interested in instrumental music, a meeting of high school editors for the discussion of problems in journalism, a meeting of school superintendents and administrative heads to study financial problems resulting from new state legislation and an institute on air-age education.

#### BRIDGEPORT--Admissions

Applications from men and women seeking admission to the newly chartered University of Bridgeport (Conn.) are now being received from many states. The institution, which offers programs in the College of Liberal Arts and Sciences and the College of Business Administration, will open its fall term on Sept. 29. All applicants, except those who have completed the requirements of the Junior College of Connecticut, must submit transcripts of their records if they wish to transfer from another institution.







## BOSTON--Big Summer Session

With a faculty of more than 200, including thirty visiting professors, and a list of 250 courses, Boston University will complete registration for the largest summer session in its history tomorrow with more than 5,000 students. Two-thirds of the students will be veterans, while the largest professional group registering will be from the teaching profession. Classes in the university's thirty-third summer session will start Tuesday and conclude with commencement exercises on Aug. 16.

## BOSTON--Commerce College

Boston University's Evening College of Commerce will offer a certified public accountant review course beginning June 3 and continuing for twenty-eight lecture sessions two evenings a week. Applicants must have completed satisfactorily a series of accounting courses equivalent to the complete accounting program at the College of Business Administration.

## COLGATE--Industrial Reports

Planned to be of special value to students in accounting and corporation finance and investments, annual reports of 433 business corporations have been assembled by the Economics Department at Colgate University. The collection, representing industrial, public utility and railroad corporations and covering the period since 1938, is to be kept up-to-date through the cooperation of the companies represented.

## RHODE ISLAND--Curriculum

A new curriculum in industrial engineering will be offered next fall by the School of Engineering of Rhode Island State College. The freshman-year curriculum will be the same as that for electrical, civil, mechanical and chemical engineering. A new major in political science in the School of Science will also be given. All curricula carry the Bachelor of Science degree.





### PENN MILITARY--Curriculum

A revised curriculum will go into effect at Pennsylvania Military College with the opening of the summer session on June 9. In the college division majors in English and political science will lead to the Bachelor of Arts Degree; those in biology, chemistry and mathematics will lead to the Bachelor of Science Degree, and students majoring in accounting, economics and general business administration may qualify for the degree of Bachelor of Science in Business Administration.

### DREXEL--Graduate Curriculum

With the opening of the fall term, Drexel Institute of Technology in Philadelphia will offer a program of graduate work in its College of Business Administration. The new curriculum, which will lead to a degree of Master of Science, will provide training in solving problems of business organization and policy such as production, personnel, marketing and finance. It will seek to develop a broad understanding of business in relation to economic systems as a whole and to government.

### MISSISSIPPI--Engineering

The School of Engineering at the University of Mississippi has modified its curriculum to meet demands "for permanent and modern services to students planning to enter the engineering profession". The Bachelor of Science degree in general engineering has been changed to a degree in engineering administration and will include, in addition to basic courses, study in accounting, economics and business organization. Under a cooperative arrangement, students will be required to work at least six months in selected Mississippi industries. In addition, courses leading to the Bachelor of Science degree in geological engineering will be offered.

### RENSSELAER--Business Management

To learn more about business management's problems and viewpoints, students in management engineering, one of







the newer degree-granting departments at Rensselaer Polytechnic Institute in Troy, N.Y., has organized a chapter of the Society for the Advancement of Management. The organization's purposes include introduction of students to methods and policies of active managers of industry.

#### BROOKLYN--Adult Classes

Brooklyn College next week will start its first program in adult education courses. Classes, scheduled for eight weeks, will meet on the campus, in branch libraries and in public school buildings. No formal educational requirements are necessary. Courses will include magazine article writing, Spanish shorthand, broadcasting techniques, accounting, public speaking and foreign languages. Veterans may enroll under the GI Bill.

#### SWARTHMORE--Business Lectures

A series of six lectures on the "Responsibilities of Business Management in Modern Times" will be given at Swarthmore College, beginning April 10 and continuing for five succeeding Thursday evenings. Speakers will include Milo Perkins, management consultant; Frank W. Abrams, chairman of the board of Standard Oil Company; Gordon R. Clapp, nominated chairman of the Tennessee Valley Authority, and Paul G. Hoffman, president of the Studebaker Corporation.

#### COLBY JUNIOR--Alumni Jobs

A recent survey has shown that 75 per cent of the graduates of Colby Junior College are employed as secretaries, office workers and laboratory technicians. The New London, N.H., institution has undertaken a program of correlating liberal and vocational training and each year conducts a vocational conference for the guidance of its students.

#### UNION--Advisory Board

Union College has called on a group of the nation's







leading business men, educators and scientists for help in maintaining a "healthy practicality of objective" in its education of young men "who must solve the problems of the post-war atomic age." The Schenectady (N.Y.) institution has established a series of "boards of visitors" who will serve as auxiliaries to the college trustees on policy, curriculum, personnel and equipment for each of the college's major departments.

#### HILLYER--Third-Year Students

Qualified students who have been unable to continue their education because of the impossibility of transferring to colleges offering the third year of their training may be admitted to Hillyer College in Hartford, Conn., beginning with the September term, according to an announcement there. The institution, which has been authorized by the Connecticut General Assembly, to offer education leading to bachelors' degrees, will provide courses principally in the field of business administration.

#### WISCONSIN--Financial Courses

Two new summer session schools, one for credit executives and the other for mortgage bankers, will be held this summer at the University of Wisconsin. The units will be open to the public and their teaching staffs will consist of members of the university's faculty and specialists in the fields from all parts of the country.

#### OREGON--Income Study

The economics of American industry and contemporary economic problems will be the subjects of new courses offered next fall at the University of Oregon. The study of incomes also will be added to the curriculum. It will examine various estimates of national income and will consider appropriate uses to which the estimates may be put.







### HOBART-WILLIAM SMITH--Survey

Seeking to evaluate the college program in the light of the educational qualifications considered most important by prospective employers, Hobart and William Smith Colleges are engaged in a survey covering a group of 500 business, industrial and professional men in the northeastern section of the United States. The survey will provide information to the Geneva (N.Y.) institutions on the demand for liberal arts, business administration, scientific and graduate school training and whether prospective employers are more interested in broad or specialized training.

### MASSACHUSETTS--University

Massachusetts State College is now the University of Massachusetts as a result of recent legislative action and the institution is moving ahead on a \$3,000,000 building program. Two thousand students are enrolled at the Amherst branch and 1,550 at the branch at Fort Devens. The work of the Devens division has led the trustees to recommend that the entering date for veterans be extended from September 1947 to October 1949. They have also recommended to the State Legislature that only a two-year program be provided at Devens and that the Amherst campus be expanded to provide facilities for the final two years.

### NEW MEXICO--Job-Finding

Business and industrial men wishing to secure college trained personnel have been invited to utilize the services of the newly established University of New Mexico General Placement Bureau. The unit will maintain cross files on business houses desiring trained help and on qualified students whose records and experience make them suitable for specialized jobs.





## APPENDIX C

## REQUEST FOR CATALOG

Would you please send me as soon as possible a copy of your latest catalog showing your offerings in business administration?

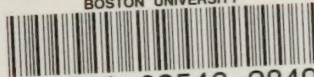
I am compiling information to be used in a master's thesis. Thank you for your cooperation.

Sincerely,





BOSTON UNIVERSITY



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